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ABSTRACT

A core course entitled "Career and Life Management 20" was developed and field tested in Alberta, Canada, and is now required of all Alberta high school students. The Alberta Catholic high schools recognized many similarities between this course and their own Religious Studies Program. An in-depth curriculum analysis was undertaken which compared the core and compulsory themes and selected elective themes in Religious Studies with the Career and Life Management core curriculum. This comparison considered the time spent on each topic, the instructional focus or emphasis, and the anticipated learning or behavioral outcome. It was found that with careful planning and good communication the programs complemented rather than duplicated each other. In the Catholic schools, program integrity was determined to mean that the Career and Life management course should be viewed within the philosophy of God's empowerment and personal free response. Two alternatives were devised in which schools could choose a discrete Career and Life Management course or could offer a modified course in conjunction with Religious Studies courses. In order to work out local instructional plans, cooperation between teachers and school administrators is needed. (This document includes two charts illustrating the overlap of the courses; three case studies; a question-and-answer section; curriculum overview and curriculum correlation worksheet; and a checklist of preparation activities.) (ABL)

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Guidelines and Strategies for Implementing Career and Life Management 20 in Alberta Catholic High Schools

1988

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Guidelines and Strategies
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Career and Life Management 20
in Alberta Catholic High Schools

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FOREWORD

This document has been developed cooperatively by Alberta Education and the Alberta Catholic School Trustees' Association. The purpose of this document is to assist schools, trustees, superintendents, principals, counsellors and teachers to implement Career and Life Management 20 in Alberta Catholic schools. A spirit of partnership pervaded the inception, development, consultation and validation of this document. Both the provincial mandate of Alberta Education and the legally sanctioned Catholic school mission have equal prominence in this brief statement.*

*This document should be used in conjunction with the following documents:

Alberta Catholic School Trustees' Association Religious Studies Curriculum Guide 15-25-35 (1984). Edmonton: Alberta Catholic School Trustees' Association

Alberta Catholic School Trustees' Association Religious Studies Program (1984). Edmonton: Alberta Catholic School Trustees' Association

Career and Life Management 20 Implementation Manual for Administrators, Counsellors and Teachers (1988)

Career and Life Management 20 Course of Studies

Career and Life Management 20 Teacher Resource Manual: Core Program

Career and Life Management 20 Teacher Resource Manual: Optional Program

Career and Life Management 20 - Religious Studies Correlation Chart (1987). Edmonton: Alberta Catholic School Trustees' Association

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N.B. Valid until Alberta Catholic School Trustees' Association Religious Studies revalidation is submitted to Alberta Education on September 1, 1989.

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1. Comparison of Career and Life Management 20 Religious Studies Curricula 2
2. Correlation of Religious Studies 15 to Career and Life Management 20 (core) Curricula 7
3. Correlation of Career and Life Management 20 (core) to Religious Studies 15-25 Curricula 8

I. BACKGROUND

In June 1985, the *Secondary Education Review* Policy Statement specified that all Alberta high school students would undertake a course that dealt with the following topics:

> *career, personal finance and life management skills, including personal development; interpersonal relationships; effective learning skills; career planning skills and attitudes required in the workplace; preventative alcohol and drug education; and other relevant societal issues.*[1]

Over the ensuing two years, Career and Life Management 20 was developed and field tested, and a course of studies authorized. This development process involved teachers and administrators from both the Catholic and public school systems.

In examining the Career and Life Management 20 curriculum and learning resources, many similarities were recognized between the Career and Life Management 20 and the Religious Studies 15-25-35 program developed by the Alberta Catholic School Trustees' Association Consortium. In view of the similarity of many of the topics present in the Religious Studies 15-25-35 programs and those addressed in Career and Life Management 20, an indepth curriculum analysis was undertaken jointly by Alberta Education and the Alberta Catholic School Trustees' Association. (See Chart No. 1 and Appendix A for overview of the two program areas.) This analysis compared the core and compulsory themes and selected elective themes in Religious Studies 15-25-35 (refer to Chart No. 2) with the Career and Life Management 20 core curriculum. The review included a detailed assessment of the resources and support materials used in the Religious Studies 15-25-35 curriculum developed by the Alberta Catholic School Trustees' Association Consortium, and the learning expectations authorized for the Career and Life Management 20 curriculum. The comparison considered:

- the time spent on each topic
- the instructional focus or emphasis
- the anticipated learning or behavioural outcome.

The results of this analysis indicated that the main objectives of both programs are complementary to each other in that they aim at developing students' knowledge and self-awareness, and their ability to make good decisions in their transition from high school to post-secondary education and or the world of work.

In addition to the similarities in objectives and focus, there are areas of content commonality.

1. Most of the similarity in content occurs within the Religious Studies 15-25 program (refer to Chart No. 1).

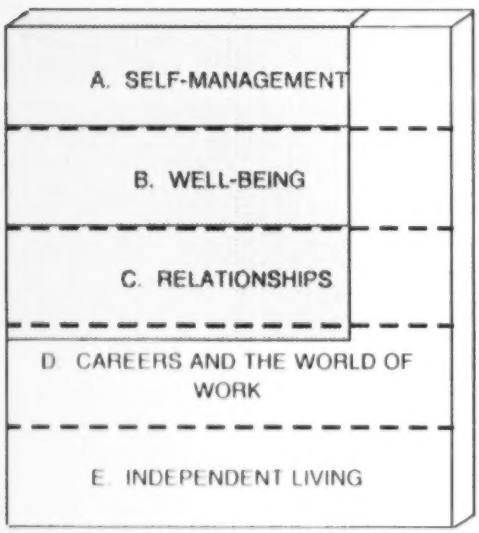
2. The degree of similarity between the two programs depended upon:
   a. which Religious Studies 15 elective themes were selected
   b. which resources and classroom activities are used.

3. Similarity in content also occurs within the Religious Studies 35 program (refer to Teaching Religious Studies 35, page 12 of this document).

Chart No. 1: Comparison of Career and Life Management 20/Religious Studies Curricula (Summary of maximum overlap when related elective units from Religious Studies 15-25 are selected)

CAREER AND LIFE MANAGEMENT 20 **RELIGIOUS STUDIES 15-25**

Core Themes (three credits)



Overlap between Career and Life Management 20 and Religious Studies 15 (majority of overlap in Themes A, B, and C).

No overlap between Career and Life Management 20 and Religious Studies 15 (minimal overlap in Themes A, B, C, D, and E).

As a result, it was found that with careful planning and good communication, the programs complement, not duplicate, each other. Several implementation alternatives will be discussed later in this document. The preferred alternative will be determined as individual schools identify the degree and type of similarity between the two programs.

An agreement was reached on December 3, 1987 between Alberta Education and the Alberta Catholic School Trustees' Association. This accord *preserves both provincial policy and the intents of the Alberta Catholic School Trustees' Association and is a clear indication that Alberta Education recognizes the distinct philosophy bases of each of Alberta's two major school systems, and respects the role of Catholic system in delivering religious instruction to its students.*[2] This agreement retains the program integrity of *both Career and Life Management 20 and Religious Studies 15-25 in accordance with the intent of the Secondary Education Review Policy Statement.*[3]

II. PHILOSOPHY OF CAREER AND LIFE MANAGEMENT 20 WITHIN A CATHOLIC PERSPECTIVE

"Life is a Mystery to Be Lived and Not a Problem to Be Solved" G. Marcel

In Alberta Catholic schools, program integrity means that Career and Life Management 20 is expanded and viewed within the Mystery of Creation: God's empowerment and our personal free response. It is in this personal response that God's creation of humanity is invited to accept the many sides of existence. Self-management, the necessary discipline within moral laws, is a quest that must be encouraged within each person. It is both exciting and rewarding. Our students are challenged to seek the guidance and support of God in their lives, both in decision making and in lifestyle choices.

Catholic schools seek to develop the total person within a framework of specific Catholic values and beliefs. An emphasis on spiritual well-being exists in ALL programs and is to permeate all instructional plans. But, even more important, this emphasis extends into the unique climate that Catholic schools attempt to foster. Persons are valued for who they are. The Catholic school...*like all schools, intends to promote the students' development from a definite view of the human person and of life.*[4] The work done by Alberta Education in defining the desirable personal characteristics for graduates of Alberta high schools is a useful resource for defining this positive view of the human person.[5]

A. Core Themes in Career and Life Management 20

1. Self-Management

   Persons are recognized as gifted by God's grace. *Gifts are the powers we carry in us to help others. Talents are those aspects of self which we put effort into and with which we build community.*[6] It is in the recognition and use of these gifts and talents that each person is brought to fulfilment in God. The Church helps individuals to discover their unique gifts and talents received from God to build up the Kingdom of God and the Christian community.

2. Well-Being

   Well-being comes about because of a holistic effort which includes the spiritual dimensions of personhood. Persons' self-worth stems from the knowledge that they are loved by and have a relationship with their Creator. They then can share that love with others. True awareness includes a sense of dignity of person which develops through experience.

3. Relationships

   Relationships are at the heart of existence and human life. Love is inherent in all constructive relationships. God is love. Christian love includes active care and concern for others. At its deepest level, a relationship elicits in persons the ongoing discovery of levels of wholeness, self-knowledge, love and truth. Persons, men and women, live in the world as co-creators with God. The transcendence in relationships is realized when God's love is recognized.

4. Careers and the World of Work

One's career and lifestyle choices are major decisions that reflect the fundamental perspectives of a life in which work has a social significance, affecting justice and shaping history. One's choice of vocation is pursued as a ministry; as an opportunity to serve others. Every action on behalf of charity and justice is integral to the Gospel message.

5. Independent Living

Becoming an independent adult in society includes responsibility to the community and awareness of the community's expectations. Choices in lifestyle are made according to one's commitment to the Gospels. In living out this commitment, one must accept the challenge of the Resurrection experience - to be hopeful people - as found in the daily challenges of personal and social issues.

B. Optional Modules in Career and Life Management 20

1. Human Sexuality

A spirituality of sexuality recognizes that sexuality is sacramental and encourages the realization that there is a relationship between one's sexual lifestyle and one's belief in God.

2. Dealing with Crises

In each crisis, faith and its celebration have some meaning, if persons are given opportunities to reach inside themselves and are reminded of the larger context of the meaning of life. Individuals have the power and moral responsibility to find the means by which they can better understand human consciousness. They can also recognize a higher consciousness, God, who brings beings into a collective, unifying experience rather than remaining in loneliness and segregation.

3. Entrepreneurship

To serve others as Christians, with an attitude for positive change in society, calls forth a deep awareness and reflection of skills and serving situations. If performed to ennoble others, every role in life should transform the secular experience so that it will more fully reflect the Glory of God. Our faith calls us to an awareness and reflection of skills and service so that, as Christians, we can serve others with an attitude of promoting change in society.

4. Consumer and Investment Choices

Our attitude toward life, time, money and power should be grounded in the understanding that our worldly goods are for sharing with each other. Persons can reassess use of land, money, personnel and resources and attempt to remove the imbalance of social structures so as to proclaim the Gospel in a structured, hierarchical world.

5. Cultural Bridges

Culture is the peak expression of one's creativity and the fabric of relationships in which one finds a polarity of expressions. If culture is understood as the condition of knowing people's identification with their own cultures, it will be cherished. In turn, this cherishing initiates an acceptance of each other's cultures, with a moral responsibility for the preservation and promotion of the dignity of human beings, both individually and collectively.

III. ALTERNATIVES FOR IMPLEMENTING CAREER AND LIFE MANAGEMENT 20

In order to implement the two programs effectively, it is necessary to understand how they impact, complement, and enrich each other.

Each school offering Religious Studies 15-25-35 will be required to analyze how the program, as taught in that school, relates to the Career and Life Management 20 curriculum. The time spent on common topics, including the elective units chosen, the approach taken, the resources and activities that are used, need to be assessed carefully.

A blank worksheet is included at the back of this document to aid your efforts in relating the two courses (see Appendix B). Teachers and administrators may also want to refer to Chart No. 2 and Chart No. 3 which shows how the units taught in Religious Studies 15 relate to the core themes included in Career and Life Management 20 through an example, "Grace Composite High School".

Catholic school systems have two options to deliver the Career and Life Management 20 curriculum.

Alternative 1. Offer Career and Life Management 20 as a discrete course for three or five credits, using the prescribed course of studies.

In this option, the two programs are timetabled separately. However, teachers of both programs are encouraged to consult extensively to ensure that the two programs complement each other and that resources and learning activities are not duplicated.

If similarities are seen solely in terms of focus but do not occur in teaching strategies, lesson plans or resources of concept emphasis, then Catholic schools, while retaining the current religious studies courses, will be able to teach Career and Life Management 20 as in other provincial schools.[7] Within this alternative, it is important to expand the Career and Life Management 20 rationale of *self-management skills -- the ability to recognize and shape one's life occupationally, financially and socially* -- to include the spiritual and religious dimensions of person.[8] As well, it is essential to realize that with a growing understanding of human existence, persons are faced with life's ultimate questions, which always reflect profound human needs. These needs are answered according to one's personal life philosophy.

Alternative 2. Offer a modified Career and Life Management 20 in conjunction with Religious Studies 15 and 25:

Grade X: Religious Studies 15 (three or five credits);

Grade XI: Religious Studies 25 (three credits) and Career and Life Management 20 (three credits) (may be timetabled within a five-credit time block).

For Catholic schools using the Alberta Catholic School Trustees' Association consortium materials, those themes that overlap with Career and Life Management 20 would be retained within the Religious Studies 15 outline and would be excluded from coverage in the Career and Life Management 20 course.[9] The integration of these two programs allows schools offering Religious Studies 15-25-35 the opportunity to amplify and reinforce the excellent work already being done in their present program. Career and Life Management 20 can be a vehicle that can endorse and expand the educational commitment of Alberta Catholic schools in developing the total person.

In Alberta Catholic schools, the Alberta Education – Alberta Catholic School Trustees' Association accord requires that *subject matter in the core theme areas of Career and Life Management 20 that is beyond that covered in the Religious Studies 15 course would, of course, still be included in the content of the Career and Life Management 20 Course offered by the Alberta Catholic School Trustees' Association consortium schools.*[10]

In schools selecting Alternative 2, principals will need to ensure that students complete successfully <u>both</u> Religious Studies 15 and the modified Career and Life Management 20 to authorize credit for the Career and Life Management 20 diploma requirement.

Schools teaching religious studies courses have the opportunity to go into more depth on the five major themes of Career and Life Management 20 or one of the optional modules. For example, the spiritual component of Well-being could be expanded as well as possibly including material from the optional modules in Career and Life Management 20 in a three-credit time frame.

IV. CURRICULUM CORRELATIONS

The following two charts show areas of potential overlap in a fictitious school, "Grace Composite High School". At Grace, the core and compulsory units of Religious Studies 15 are taught, as well as two elective units. The school uses the text Gifted and Growing for approximately eighteen hours of instructional time.

Chart No. 2: Correlation of Religious Studies 15 to Career and Life Management 20 (core) Curricula (Sample Curriculum Correlation Chart)

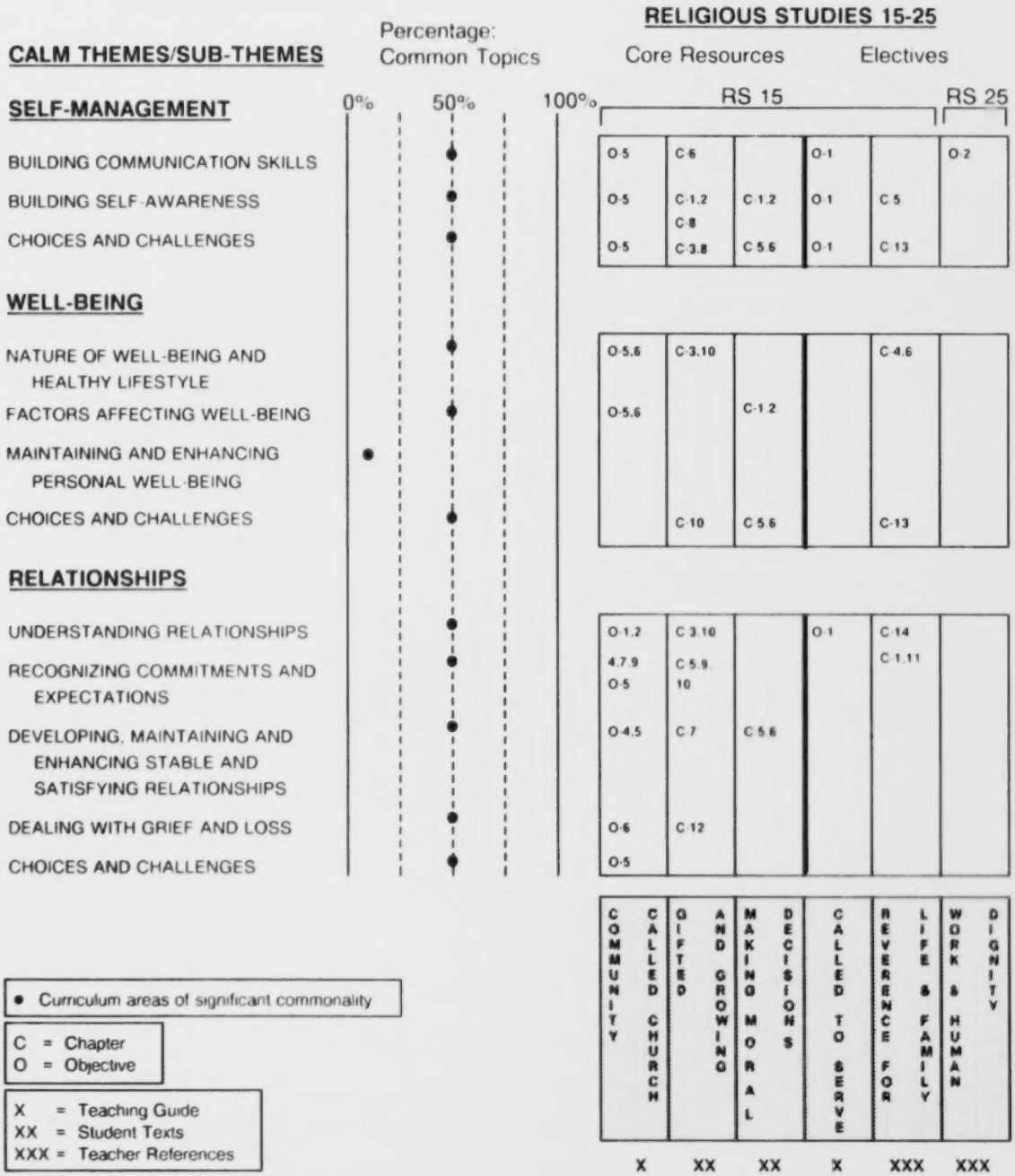
Grace Composite High School

RELIGIOUS STUDIES 15 UNITS		CALM THEMES				
		SELF-MANAGEMENT	WELL-BEING	RELATIONSHIPS	CAREERS AND THE WORLD OF WORK	INDEPENDENT LIVING
CHRISTIANITY (Compulsory)						
Objectives:	1 Survey of Christianity					
	2 Dimensions of Christian Communities					
COMMUNITY CALLED CHURCH (Core)						
Objectives:	1 Belonging					•
	2 Beliefs					
	3 Life Patterned on Jesus	•			•	
	4 Life of Freedom and Responsibility	•	•	•		
	5 Life of Love and Service		•	•	•	•
	6 Reconciliation			•		
	7 Working for Peace, Harmony, Justice			•	•	
	8 Prayer and Worship					
	9 Church in Christ's Community			•	•	
	10 Celebration of Faith					
CALLED TO SERVE (Elective)						•
REVERENCE FOR LIFE AND FAMILY (Elective)		•		•		

• areas of significant commonality within curriculum

Chart No. 3: Correlation of Career and Life Management 20 (core) to Religious Studies 15-25 Curricula (Sample Curriculum Correlation Chart)

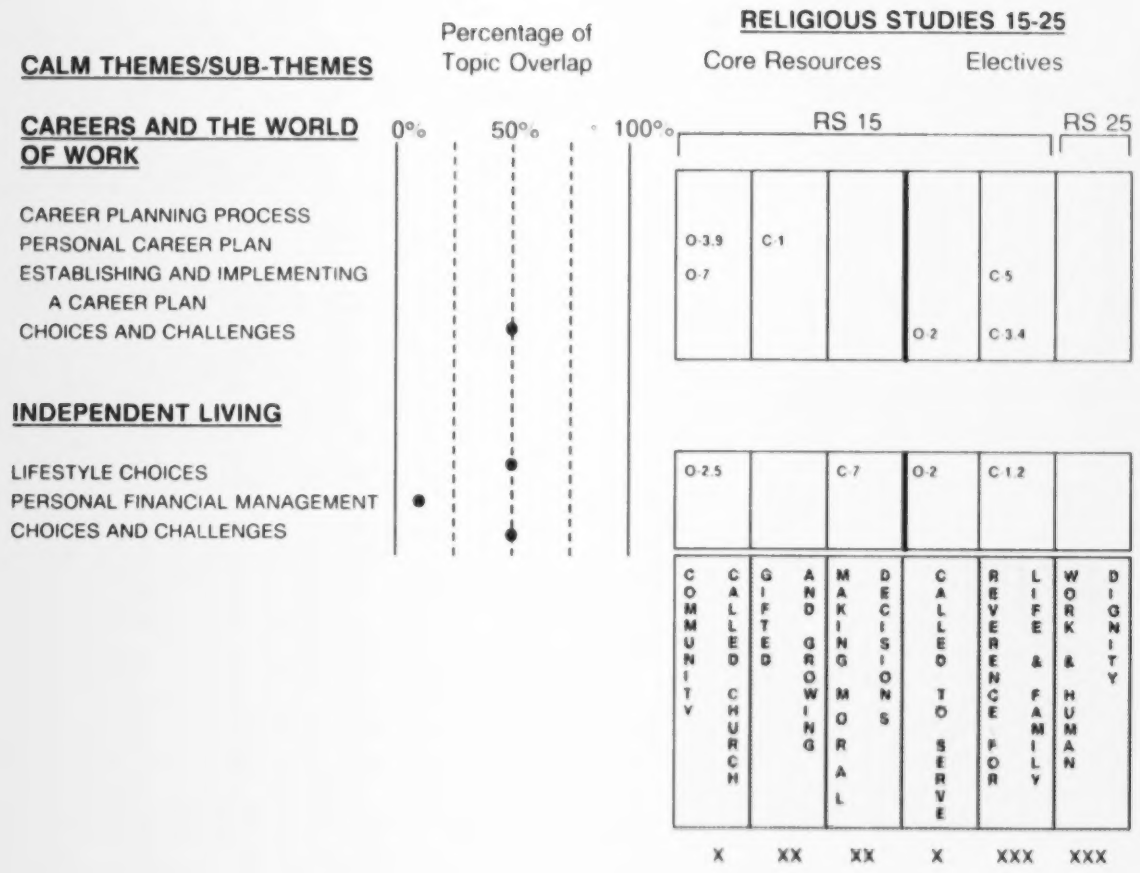
Grace Composite High School



• Curriculum areas of significant commonality

C = Chapter
O = Objective

X = Teaching Guide
XX = Student Texts
XXX = Teacher References



Procedure: (Refer to Appendix B, page 19)

- Curriculum areas of commonality

C = Chapter
O = Objective

X = Teaching Guide
XX = Student Texts
XXX = Teacher References

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Using Charts Nos. 2 and 3 and your own school's analysis, you can see that a number of themes and sub-themes outlined in the Career and Life Management 20 Course are not addressed at all in Religious Studies 15-25, or may only be introduced. The following list identifies topics, or parts of topics, which have been identified from the Career and Life Management 20 Course of Studies as not being covered adequately in the Religious Studies 15-25 curriculum to meet the learning outcomes defined in the Career and Life Management 20 core curriculum.

- Thinking Skills (Theme A: Self-Management)
- Maintaining Well-Being – Nutritional, Physical, Emotional, Medical (Theme B: Well-Being)
- Legal Rights and Responsibilities in Relationships (Theme C: Relationships)
- Dealing with Grief and Loss (Theme C: Relationships)
- Identifies a Personal Relationship Network (Theme C: Relationships)
- Career Planning and Job Search Skills (Theme D: Careers and the World of Work)
- Financial Management (Theme E: Independent Living)
- Developing a Personal Action Plan (See Choices and Challenges sub-themes throughout all five themes)

V. CASE STUDIES: IMPLEMENTING ALTERNATIVE 2

A three-credit course in Career and Life Management 20 covering the five compulsory themes is mandatory for graduation for all students entering Grade 10 in the 1988-89 school year. In Alternative 2, it is important to ensure that students address all the learning expectations defined in each of the five required themes of the Career and Life Management 20 curriculum. Schools teaching approved religious studies courses should determine the extent to which Religious Studies 15 and Religious Studies 25, as offered in your school, cover the Career and Life Management 20 learning expectations (see Appendices B and C). Schools would then develop a strategy for teaching Career and Life Management 20 that best meets the needs of their students and reinforces the school philosophy.

All learning expectations from Career and Life Management 20 not explicitly taught in Religious Studies 15-25 must be covered. Other elective units from the religious studies curriculum or the optional modules from the Career and Life Management 20 curriculum can be addressed, should there be available instruction time. If significant portions of the first three themes of Career and Life Management 20 are taught in Religious Studies 15, then there are several timetabling options acceptable to Alberta Education.

It is not unreasonable to expect considerable variation in how Religious Studies 15-25 is taught among Catholic high schools even though they may be using the same religious studies materials. The following three case studies illustrate this variance.

CASE STUDY 1: RELIGIOUS STUDIES 15-25 (MANDATORY)

The local schools' analysis of objectives taught in Religious Studies 15 (including electives) shows 60% of the themes of Self-Management, Well-Being and Relationships have been covered before students take Career and Life Management 20.

Program Delivery Alternative

This school may then teach Career and Life Management 20 with approximately 10 hours on the first 3 required themes instead of the usual 31. This would leave time for part of one of the optional modules in Career and Life Management 20 or for more time to develop certain sub-themes within the compulsory religious studies themes. Students who failed Religious Studies 15 would need to repeat it successfully before receiving credits in Career and Life Management 20.

Career and Life Management 20 is timetabled with Religious Studies 25. It is not necessary for the same teacher to teach both courses. The scheduling arrangement for the two courses would be at the school's discretion. For example, a school might teach each subject for half the time block every other day, or teach each subject for half a semester.

CASE STUDY 2: RELIGIOUS STUDIES 15 (MANDATORY)

The local school's analysis of the objectives taught and strategies used in Religious Studies 15 shows significant similarity in focus but only 30% overlap in direct content with what is offered in Career and Life Management 20. Some concepts that are only introduced in Religious Studies 15 are dealt with in more depth in Career and Life Management 20.

Program Delivery Alternative

This school may choose to teach Career and Life Management 20 almost as described in Alternative 1. Career and Life Management 20 is timetabled independently of Religious Studies 25. It can also be offered as a five-credit option, once again being careful to consider any crossovers of teaching strategies with religious studies. Occasional overlap of teaching strategies will have to be foreseen and avoided. Career and Life Management 20 will still be enriched by the philosophical outlook of Catholic schools.

CASE STUDY 3: RELIGIOUS STUDIES 15 (OPTIONAL)

The analysis of the objectives taught in Religious Studies 15 shows approximately 50% commonality with the content of the three themes of Self-Management, Well-Being and Relationships. Other students in the school do not take religious studies at all.

Program Delivery Alternative

This school may choose to teach Career and Life Management 20 backed by Religious Studies 25 for those students who have taken Religious Studies 15. These students will take a restructured Career and Life Management 20 in light of the work done in Religious Studies 15. The other students in the school will take Career and Life Management 20 as described in Alternative 1. Depending on the number of students involved, perhaps one of these two Career and Life Management 20 streams would be offered every alternate year.

VI. IMPLICATIONS FOR SCHOOL MANAGEMENT

LOCAL INSTRUCTIONAL PLAN

In order to work out and to maintain your local instructional plan, close cooperation will be required among religious studies, Career and Life Management 20 personnel and school administration. As well, the close involvement of guidance personnel is most desirable. A person designated with the responsibility of coordinating this function will help ensure that the programs are complementary.

TEACHER SELECTION

As in religious studies, teacher selection for Career and Life Management 20 is most important because of the nature of the course. A teacher who is comfortable with the "process instructional approach" will be most effective. Assigning religious studies teachers to deliver the Career and Life Management 20 Course could better realize the intertwining of the two courses. However, the advantage of a teacher from another discipline being assigned to teach Career and Life Management 20 could be more ownership existing in a given staff for this type of education. The teacher qualifications for this course have as much to do with teaching style as with subject background. This topic is also addressed in the Career and Life Management 20 Implementation Manual, Section 3.2.

TEACHING HUMAN SEXUALITY AIDS

The teaching of the recommended unit Education and Caring: The Prevention, Control and Management of AIDS,[11] is best accomplished when it is situated in the context of a fuller unit on human sexuality. At present, this is an elective unit in Religious Studies 15. For some schools, it is offered as part of the Religious Studies 35 elective on Christian Relationships. Career and Life Management 20 also offers human sexuality as an optional module. Each school will need to evaluate where best to place both the materials on AIDS and possibly the teaching of the broader topic - human sexuality.

AIDS Education in Alberta. Senior High Schools (Alberta Education and Alberta Community and Occupational Health), March 1988 provides example lesson plans.

TEACHING RELIGIOUS STUDIES 35

Where applicable, Catholic schools should clearly establish the desired relationship between Career and Life Management 20 and Religious Studies 35. If Religious Studies 35 is complementary to Career and Life Management 20, then the latter merely introduces the former and should be taught accordingly. If schools perceive Religious Studies 35 as repeating Career and Life Management 20 in part, then their local instructional plan will have to insure that similar content in Religious Studies 35 and Career and Life Management 20 is taught from a distinct perspective. The elective unit on "Christian Relationships" is often taught in Religious Studies 35 and deals with topics also included in Career and Life Management 20 themes Self-Management and Relationships. In establishing a local instructional plan, Catholic high schools should use the "Career and Life Management 20 - Religious Studies Theme Correlation Chart 1987" developed for the Alberta Catholic Trustees' Association Religious Education Services, which is available from the Alberta Catholic School Trustees' Association.

TEACHER AND STUDENT SUPPORT MATERIALS

The student text for Career and Life Management 20 and the teacher resource manual will be available by September 1988. (An evaluation of this text for its applicability to Catholic schools will be made available by the Alberta Catholic School Trustees' Association in the fall of 1988.) Schools may use the established resources from the high school religious studies program including the Religious Studies 15 student texts Gifted and Growing and Making Moral Decisions to cover parts of Career and Life Management 20's first three themes. They may also use the recommended resource materials from the electives units in Religious Studies 15-25-35.

VII. QUESTIONS AND ANSWERS

1. **How can Catholic schools approach the Career and Life Management 20 program?**

   Hopefully, you will approach this new course with enthusiasm, notwithstanding the timetabling and credit problems some students will face. There are many excellent concepts, lessons and skills in this course which will be beneficial to students.

2. **How many of the Career and Life Management 20 resource materials should we buy?**

   First, assess how much of the five core themes you are going to need to teach in Career and Life Management 20. Next, acquire all the free material you can for themes four and five from government sources. Make copies of all appropriate video materials available through ACCESS NIGHT OWL Service. Then, consider the grade level and context in which you might teach the sexuality material and obtain resource materials that present a Christian framework. The Career and Life Management 20 student text is specifically designed to meet the requirements of this course, so you may want to consider purchasing it for your school. It will require supplementary materials from within the religious studies program or from other sources that present the Christian viewpoint.

3. **Who should teach Career and Life Management 20?**

   The course is designed to encourage student involvement through group work and discussions, and to help them in their own self-assessments and personal growth. The course will work best when taught by persons with process teaching skills. It is not necessary for the same teacher to teach religious studies and Career and Life Management 20.

4. **How will the Alberta Catholic School Trustees' Association's Religious Studies Program be affected by the Secondary Education Policy?**

The following chart exemplifies the minimum credit load for Catholic students as the changes to the diploma requirements are implemented. With the additional credit requirements for the general and advanced high school diplomas, students who choose to take 100 credits have less opportunity to take complementary courses.*

	General Diploma	General Diploma (Vocational Route)	Advanced Diploma
English	15	15	15
Social Studies	15	15	15
Mathematics	8[1]	8[1]	15
Science	8[1]	8[1]	15
Physical Education	3	3	3
Career and Life Management	3	3	3
Two other Grade 12 courses	10[4]	10[4]	
Category C Course Sequence			10(15)[3]
Minimum Specified Credits[1]	62	62	76(80)[3]
Religious Studies	9(11)[2]	9(11)[2]	9(11)[2]
Vocational (Practical Arts)[5]		35[4]	
Potential Total Credits	71(73)[4]	106(108)[4]	85(87)[5]

1 Requirement by 1989.

2 Bracketed number would be credit total for schools offering one of the religious studies courses for 5 instead of 3 credits.

3 Requirement is 10 credits, but majority of students enrol for 15 credits.

4 Religious Studies 35 and/or vocational courses often meet the General High School Diploma requirement for "two other Grade 12 courses", thus reducing the potential total credits by 5 or 10.

5 Practical arts course sequences can meet the Advanced High School Diploma requirement for 10 credits in an approved Category C course sequence, thus reducing the potential total credits by 10 (15).

*Note: Refer to Senior High School Graduation Requirements and Program Development Update: Information Bulletin for more explicit detail on requirements including those for Francophone students.

5. **What will show on the students' transcripts?**

When students have successfully completed work in the five core themes of Career and Life Management 20, their transcripts will show credit for Career and Life Management 20 -- either three or five credits depending on how they were enrolled. Normally, students will have completed this course by the end of Grade 11. For exceptions, see the Alberta Education *Junior-Senior High School Handbook*. If they have taken religious studies, those credits will also show on their transcripts.

6. **Are all the themes of Career and Life Management 20 mandatory?**

There are five core themes that must be completed in a three-credit course. There are five optional modules: Human Sexuality, Cultural Bridges, Entrepreneurship, Consumer and Investment Choices, and Dealing with Crises, which may be added if the course is expanded to four or five credits. Schools select one module for each additional credit. Sections of Human Sexuality, however, may be incorporated into the three-credit core course.

7. **Will a French edition of Career and Life Management 20 be available?**

Yes, a translated course of studies and basic textbook are scheduled for publication in mid-winter 1989.

8. **Can the main themes of Career and Life Management 20 be extended into a Christian dimension?**

Yes. The theme of Self-Management can encompass the "glory of the servant". We are gifted people through whom God manifests his power and love. Within this theme, the concept of personhood implies potential and creative awareness. Opportunities can be provided for exploration and recognition of individual creativity, ways to a better understanding that giving and receiving are the ongoing processes of sharing.

The theme of Well-Being is suited to expansion. The teacher's manual mentions spirituality as one component of Well-Being, but no teaching material is provided. Much of this exists within religious studies.

In the Relationships theme, societal issues can be examined in the light of current popular sexual mores. The confusion and inability to lead integrated sexual lives can be examined, as well as the experience of one's sexuality rooted soundly in a faith perspective. This option allows a Christian vision of sexuality to be "nurturing" to relationships and to the many issues that manifest themselves within such relationships.

The theme World of Work would also provide the opportunity to explore some of the Christian values of service as well as specific Catholic "ministry" careers. There is room here to explore fields of volunteer service as well as issues of social justice, such as fair wages.

The Independent Living theme can be expanded to focus on those values that determine a certain lifestyle. This is an area where one can search out the questions involved in life's deepest meanings.

9. **Is Career and Life Management 20 available through the Alberta Correspondence School?**

   Yes. This will help schools who have selected Alternative 2 and who have not taken Religious Studies 15. In addition, correspondence material may assist students to complete certain sub-themes through the independent study route.

10. **How do we work in students who transfer from out-of-province at the Grade 12 level?**

    All students who enter Grade 10 in the 1988-89 school year, whether in Alberta or elsewhere, will need to show Career and Life Management 20 on their transcript in order to receive a high school diploma. Students who, because of timetabling conflicts, cannot take this course in Grade 12 could use the correspondence lessons as an alternative means of earning these credits.

11. **Were "field" and "pilot" teachers consulted in formulating these guidelines?**

    Yes. In particular those teaching in Catholic schools around the province. As well, many other Catholic school partners were consulted extensively: superintendents, consultants, principals.

12. **If schools choose the integrated model, Alternative 2, for teaching Career and Life Management 20, what happens to students who transfer in after Grade 10?**

    If possible, and depending on the defined degree of similarity, these students should enrol in Religious Studies 15. A second possibility would be to have these students undertake independent study lessons on the objectives themes missed, possibly using materials prepared by the Alberta Correspondence School. Principals must ensure that the learning outcomes defined within Career and Life Management 20 are fully addressed.

13. **Will Career and Life Management 20 affect the enrolments in other complementary courses in high school?**

    Yes. Catholic schools, like other schools, may find enrolments in complementary courses are affected and may wish to monitor the impact of this and other changes to the diploma requirements.

14. **Will Career and Life Management 20 make religious studies non-compulsory?**

    No. The Catholic school system determines whether or not religious studies courses are compulsory, specify the number of credits at each level, determine which elective units will be taught, and the resources that will be used.

15. **Can schools offer both Alternative 1 and Alternative 2?**

    Generally, no. Each school will be able to choose for itself how the Career and Life Management 20 themes will be covered. Some schools will choose to cover parts of Career and Life Management 20 material in religious studies. This is the integrated model (Alternative 2). Others, for various reasons, will choose to make religious studies optional and cover all the Career and Life Management 20 material in the course timetabled as Career and Life Management 20 - a discrete course.

16. **Who provides the required inservices for implementation of Career and Life Management 20 in Catholic schools?**

    The inservice model provided for Career and Life Management 20 generally also applies to Catholic schools. (See *Career and Life Management 20 Implementation Manual*, Section 3.3.) In addition, Catholic schools may wish to organize provincial workshops and program support services through the Alberta Catholic School Trustees' Association Religious Education Services. (A curriculum resource person contact list for the implementation of Career and Life Management 20 in Catholic schools will be available from Alberta Catholic School Trustees' Association Religious Education Services in Fall 1988.)

17. **How will Career and Life Management 20 affect schools/school systems that offer "Christian Marriage" courses?**

    Such schools may want to consider how these courses can integrate more effectively with Career and Life Management 20.

18. **How long will the Alberta Catholic School Trustees' Association–Alberta Education accord last?**

    As long as both parties agree as to its merit. Of course, the applicability of the accord will have to be reviewed. For example, once the senior high religious studies revalidation is complete, this document will have to be reviewed for possible changes.

VIII. PREPARING FOR ACTION

Each school is encouraged to follow the action plan outlined below. A convenient checklist form is provided in Appendix C.

1. Have you compared the Career and Life Management 20 themes with what you do in Religious Studies 15-25-35? (Refer to Chart Nos. 2 and 3, and Appendix B)

2. Have you decided if and where the Human Sexuality unit will be taught?

3. Have you decided if and where, or at what level the AIDS program will be taught?

4. If you select Alternative 2, do you have a plan for transfer students who have not taken Religious Studies 15?

5. Have you clarified how your teaching of Religious Studies 35 will be impacted by Career and Life Management 20 or vice versa (resources, activities)?

6. If you are using the relationships elective unit in Religious Studies 35, have you examined how you will teach the Relationships theme in Career and Life Management 20?

7. Have you decided which key resources you will use to cover the topics in Career and Life Management 20 that are not addressed in the religious studies resources?

APPENDIX A — Overview of Curriculum

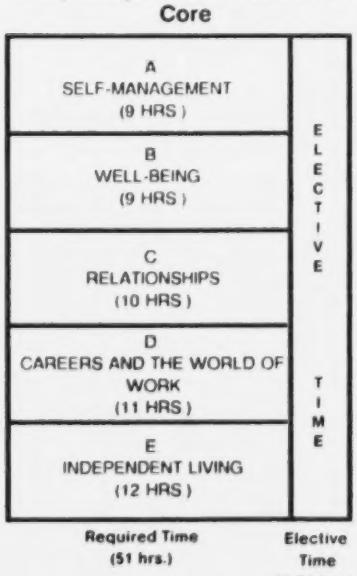
Religious Studies 15 (3 or 5 credits)
Religious Studies 25 (3 or 5 credits)
Religious Studies 35 (3 or 5 credits)

	Units of Study		
	Religious Studies 15	Religious Studies 25	Religious Studies 35
Compulsory [1] (10-15 hours)	Christianity	Basis of Belief	Religious Lifestyle
Core[2] (40-50 hours)	A Community Called Church	Scripture and Jesus Christ	Sacraments, and Christian Lifestyle
Elective[3] 3-credit: (10-15 hours available) 5-credit: (40-60 hours available)	Select from: Called to Serve; Peace Through Justice; Prayer; Reverence for Life and Family	Select from: Religious Freedom; Search for Meaning; Work and Human Dignity; World Religions	Select from: Christian Models; Christian Relationships; Ecumenism; Peacemaking and Peacemakers; Suffering, Death and Dying

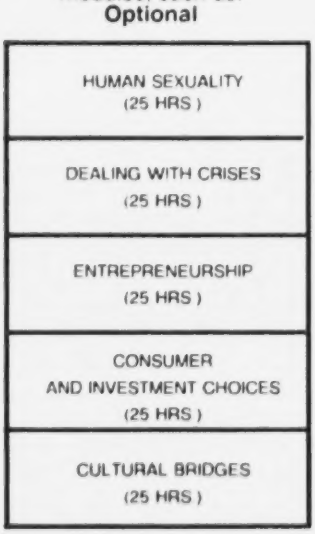
1. must be studied.
2. expected to be studied.
3. available to be studied.

Career and Life Management 20 (3, 4 or 5 credits)

Compulsory, 3-credit course (five themes)
Core



Expand to four or five credits through selection of optional, 1-credit modules, such as:
Optional



APPENDIX B

Curriculum Correlation Worksheet

LOCAL INSTRUCTIONAL PLAN

SCHOOL _____ **YEAR** _____

RELIGIOUS STUDIES 15-25

CALM THEMES/SUB-THEMES

Percentage: Common Topics — 0% 50% 100%

Core Resources: RS 15 — Electives: RS 25

SELF-MANAGEMENT

- BUILDING COMMUNICATION SKILLS
- BUILDING SELF-AWARENESS
- CHOICES AND CHALLENGES

WELL-BEING

- NATURE OF WELL-BEING AND HEALTHY LIFESTYLE
- FACTORS AFFECTING WELL-BEING
- MAINTAINING AND ENHANCING PERSONAL WELL-BEING
- CHOICES AND CHALLENGES

RELATIONSHIPS

- UNDERSTANDING RELATIONSHIPS
- RECOGNIZING COMMITMENTS AND EXPECTATIONS
- DEVELOPING, MAINTAINING AND ENHANCING STABLE AND SATISFYING RELATIONSHIPS
- DEALING WITH GRIEF AND LOSS
- CHOICES AND CHALLENGES

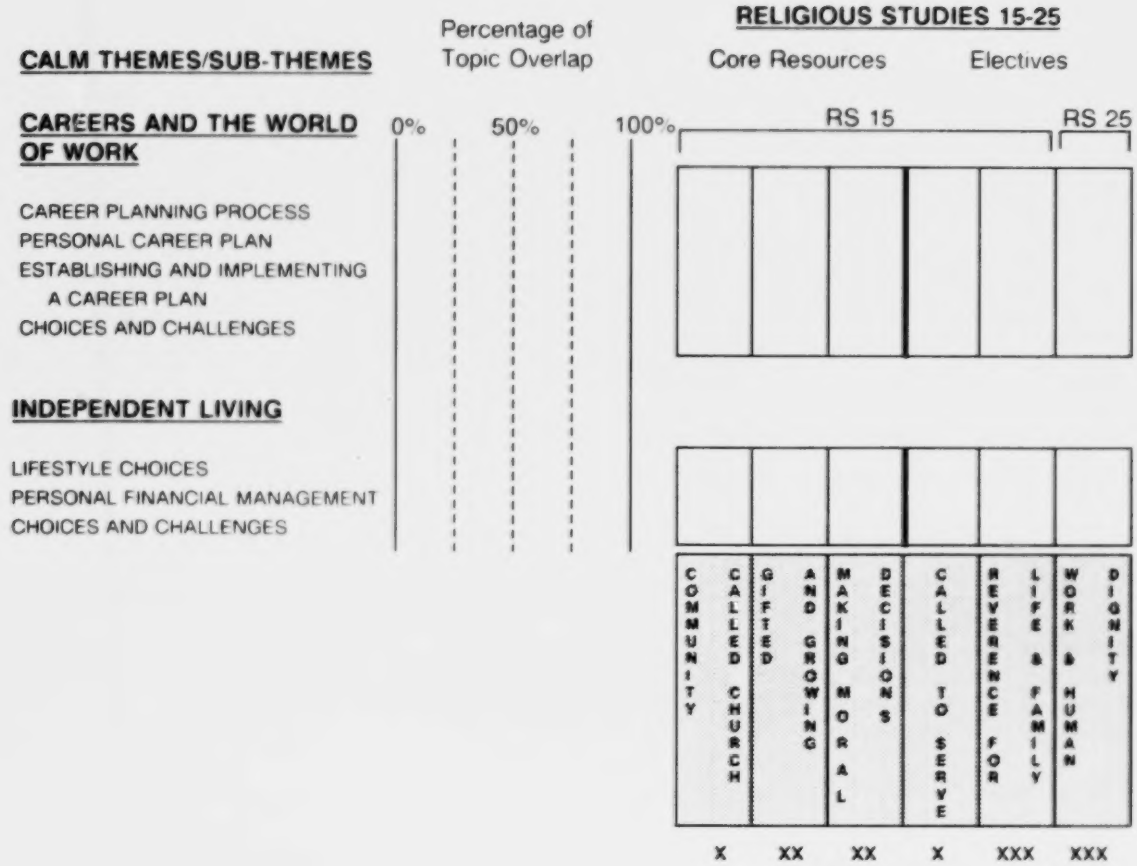
COMMUNITY CALLED CHURCH	GIFTED AND GROWING	MAKING MORAL DECISIONS	CALLED TO SERVE	REVERENCE FOR LIFE & FAMILY	WORK & HUMAN DIGNITY
X	XX	XX	X	XXX	XXX

• Curriculum areas of significant commonality

C = Chapter
O = Objective

X = Teaching Guide
XX = Student Texts
XXX = Teacher References

APPENDIX B (cont'd)



Procedure:

1. Religious studies teachers compare instructional plans for Religious Studies 15 with learning outcomes defined in Career and Life Management 20 Course of Studies (see Chart No. 2).

2. Estimate the percentage commonality between the two programs (be conscious of the various times allocated for each topic objective between the two programs).

3. Note the relevant chapters and objectives in the right-hand section of the chart.

• Curriculum areas of commonality

C = Chapter O = Objective

X = Teaching Guide XX = Student Texts XXX = Teacher References

APPENDIX C

CHECKLIST: PREPARING FOR ACTION

Year _____ **School Name** _____

	Yes	No
1. Have you compared the Career and Life Management 20 themes with what you do in Religious Studies 15-25-35? (Refer to Chart No. 3 and Appendix B)	☐	☐
2. Have you decided if and where the human sexuality unit will be taught?	☐	☐
3. Have you decided if and where, or at what level the AIDS program will be taught?	☐	☐
4. If you select Alternative 2, do you have a plan for transfer students who have not taken Religious Studies 15?	☐	☐
5. Have you clarified how your teaching of Religious Studies 35 will be impacted by Career and Life Management 20 (resources, activities)?	☐	☐
6. If you are using the relationships elective unit in Religious Studies 35, have you examined how you will teach the Relationships theme in Career and Life Management 20?	☐	☐
7. Have you decided which key resources you will use to cover the topics in Career and Life Management 20 that are not addressed in the religious studies resources?	☐	☐

FOOTNOTES

1. Alberta Education (1985), *Secondary Education Review* Policy Statement, Edmonton.

2. Dr. Reno Bosetti, Alberta Education letter to M. Lynch, President Alberta Catholic School Trustees' Association, December 3, 1987.

3. Ibid.

4. R. Laplante (1985). *Do You Mean What We Mean? A Catholic School Lexicon*, Edmonton: Alberta Catholic School Trustees' Association, p 5.

5. Alberta Education. "Developing Desirable Personal Characteristics" in *Junior-Senior High School Handbook*, Edmonton.

   also

   Alberta Education (1987), *Essential Knowledge, Skills and Attitudes*.

6. Louise Prochaska (1981). *Gifted and Growing*. Toronto, Collier MacMillan, p. 10.

7. No comment is intended on the credit load question for Catholic school students.

8. Alberta Education (1988), *Career and Life Management 20 Course of Studies*, Edmonton.

9. Dr. Reno Bosetti letter. Ibid.

10. Ibid.

11. Alberta Education (1987), *Education and Caring: The Prevention, Control and Management of AIDS*. Edmonton.